Texas Education Agency
Standard Application System (SAS)

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	**Four** complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	*Place date stamp here* 2014 MAY 13 PM 3:23 RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Navarro Independent School District	094903	Navarro Junior High School and Navarro Intermediate School	

Vendor ID #	ESC Region #	US Congressional District #	DUNS #
	13	15	193070174

Mailing address		City	State	ZIP Code
6450 North State Hwy 123		Seguin	TX	78155

Primary Contact

First name	M.I.	Last name	Title
Dee		Carter	Superintendent

Telephone #	Email address	FAX #
830-372-1930	dee.carter@nisd.us	830-372-1853

Secondary Contact

First name	M.I.	Last name	Title
Alissa		Elley	Information Services and Technology Director

Telephone #	Email address	FAX #
830-372-1930 ext.	alissa.elley@nisd.us	830-372-1853

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Dee		Carter	Superintendent
Telephone #	Email address		FAX #
830 372-1853	dee.carter@nisd.us		830-372-1853

Signature (blue ink preferred)

Date signed

May 12, 2014

701-14-107-232

Only the legally responsible party may sign this application.

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RFA #701-14-107; SAS #184-15
2014-2016 Technology Lending Program Grant

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Schedule #1—General Information (cont.)

County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☒
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☒
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☐	☐
11	Capital Outlay (6600/15XX)	☐	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-Feburary 1, 2015), and that 100% of the funds will be expended no later than the end of the 1st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #4—Request for Amendment

County-district number or vendor ID:	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Navarro ISD instructional staff and students are ready to reach next level in 21st century skills as well as advance in proficiency in each of the core subjects of **Reading, Math, Science, and Social Studies.** Through the proposed 2014-2016 Technology Lending Program, students will be provided a deeper, more complete understanding of complex concepts in every subject –at the same time that it will prepare our students for the increasingly **complex and competitive 21st century work environment.**

Located in **rural, central Texas**, a few miles north of Seguin and southwest of San Marcos, Navarro Independent School District serves approximately 1,690 students grades PK to 12. With a growing population which is currently **42.4% economically disadvantaged**, 25.4% At-Risk, 2% Limited English Proficient, and 44.3% Hispanic, Navarro ISD serves primarily **rural, working families whose economy is driven by manufacturing and agricultural businesses.** Many students have little access on a regular basis to reliable information about the world, except what is provided by the school. As well, except through school programs, students are **not provided** reliable **up-to-date information** about potential future opportunities and expectations.

To fill this gap from living in a rural area, Navarro ISD has implemented a variety of activities including **athletics, GT, after school library, immediate intervention** for any struggling student, parent outreach, and college and career readiness activities. The provision of immediate assistance to any student not performing at or above state expectations in the core content areas has provided a successful academic program. However, these activities will not be enough to close the achievement gap between the current Navarro achievement and the goals for the newly established STAAR assessment standards. The district has realized that students **need 24/7 dedicated, personalized access** to the applications and **curriculum materials** which can bring their success in the coming years.

The curriculum adjustments and interventions programs that Navarro ISD has implemented in the past have been successful, however, with the **new standards** and the fact that the most effective curriculum materials are now on-line, the district needs to make a change. In 2013, the STAAR assessment results were alarming when analyzed through the Phase II performance standards which will begin in 2015-2016 school year. Based on our 2013 STAAR results, if Phase II were applied this year, our students would be at **47% proficiency in Reading, 41% proficiency in Math, 38% proficiency in Writing, 33% proficiency in Science, and 30% proficiency in Social Studies.** For Navarro ISD, this was unheard of. Navarro has a history of reaching the 90-95% proficiency range. We realized we have to really make a change if we want to reach the college proficiency level. Considering the success we have had in providing effective interventions, Navarro ISD knows that we have the **talent, management capacity, and resilience** to implement a successful program. However, we do not have the funds to fully implement the program to the level needed for our students' success.

The program which Navarro proposes is not just to put "cool gadgets" in the hands of our children. The program is a **comprehensive program of in-class and out-of-class intervention activities** and training for students, teachers, and parents. The focus is on our students and their development. The curriculum materials are many and varied – from the new ebooks for Math and Science to the Start to Finish online books to Discovery Education Streaming to BrainPop to Kahn Academy, and many other high quality, vetted, and approved web based resources. The goal is to **reach students in the ways that they learn best –** through dynamic, engaging materials which they can use and which they find relevant. We are ready to go and looking forward to becoming even more skilled in our instruction using every technological resource that we can effectively manage.

The program that Navarro ISD proposes will provide an iPad with the **ebooks, electronic intervention resource materials and programs to every 7th and 8th grader who attends** Navarro Junior High School. The program will also provide a set of iPads for the 6th grade at Navarro Intermediate School so that they are able to learn how to best use the iPads and are able to check them out for special projects.

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The process for issuing the iPads will involve **training for teachers, parents and students, agreements and check out forms**, as well as use of a **tracking system** which allows the District to manage which web sites and resources are available to students through the devices. The curriculum resources which will be provided through the program will be an invaluable asset to our teachers and students for both classwork and homework as they will be able to view videos and complete the homework before they come to class which will allow teachers additional instructional time to help students when they are struggling.

The district has **set aside funds for the purchase of ebooks** in Math and Science. District Technology Director, Instructional Technologist, library staff and technology support staff have already been systematically collaborating with and training our teachers on the new technologies and curriculum materials through intensive sessions. Navarro has scheduled and made arrangements for a week-long iPad boot camp scheduled in the summer 2014. Assigned campus staff, along with the committees have made sure that the program meets the needs of both teachers and students by including applications such **as eBackpack, Start to Finish, Discover Education, BrainPop, Trading Cards, Voice Translator, Dyslexia Toolbox, Daily Task, Dragon Dictionary and other well-loved and helpful curriculum tools**. The District Technology Director has made sure that the **Wi-Fi connectivity** will be more than sufficient to support the 170 additional iPad devices.

Navarro ISD has a **history of success with technology**. Several years ago, Navarro ISD purchased iPads which are utilized throughout the school on a regular basis. As well, every classroom features a mounted projector, a document camera and internet access as well as access to student desktop computers. These technological advances combined with the advances in curriculum content which is available through technology has propelled Navarro ISD into the future which, we hope, will continue to provide additional engagement and deeper understanding for our students.

Legal documents and policies are in place for the successful launch of the 2014-2016 Technology Lending program. Navarro ISD has prepared the **Responsible Use Policy and the lending agreements** which are essential for this program to truly serve the students and community at a high level. In addition, through the systematic technology training and support aligned with SBEC technology standards and the district Instructional Technologist, Navarro ISD has trained staff identified and functioning at each campus who will support our teachers and students with **"just in time" staff development**. Establishing clear benchmarks in technology for faculty and students based on SBEC standards makes the program even stronger. Navarro ISD has clear installation timelines, clear roles and responsibilities, and clear need for the program to provide access to our needy populations in rural Texas.

Navarro ISD is strong in reviewing and evaluating programs to make mid-course corrections, as needed. Many times, the details of a program cause the most trouble. We have found that through **collaboration and systemic review (surveys, discussions, observations)**, most challenges can be easily identified and overcome. The 2014-2016 Technology Lending program has well-established deadlines, timelines and benchmarks as well as clearly defined roles and responsibilities which will make the program an extremely productive program for our students. Through this program, we will set the foundation for future success in high school and college for our students.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 094903			Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	$35,400	$	$35,400	
Schedule #9	Supplies and Materials (6300)	6300	$64,430	$	$64,430	
Schedule #10	Other Operating Costs (6400)	6400	$	$	$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$	$	$	
		Total direct costs:	$99,830	$	$99,830	
		indirect costs (see note):	N/A	N/A		
Grand total of budgeted costs (add all entries in each column):			**$99,830**	**$**	**$99,830**	

Administrative Cost Calculation

Enter the total grant amount requested:	$99,830
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$14,974

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID:	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: ☐ Salaries/benefits ☐ Other: ☐ Networking (LAN) ☐ Other: ☐ Computer/office equipment lease ☐ Other: ☐ Building use ☐ Other: ☐ Copier/duplication services ☐ Other: ☐ Telephone ☐ Other: ☐ Administrative ☐ Other:	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		☐	$
2		☐	$
3		☐	$
4		☐	$
5		☐	$
6		☐	$
7		☐	$
8		☐	$
9		☐	$
10		☐	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

	Specify topic/purpose/service: IPAD Insurance for 170 Ipads	☐ Yes, this is a subgrant	
	Describe topic/purpose/service: IPAD insurance will insure the capital investment		

1	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	$
	Contractor's subgrants, subcontracts, subcontracted services		$
	Contractor's supplies and materials		$
	Contractor's other operating costs: IPAD Insurance		$10,200
	Contractor's capital outlay (allowable for subgrants only)		$
		Total budget:	$10,200

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 094903	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service: Remote Connection for Students to Access Curriculum		☐ Yes, this is a subgrant	
2	Describe topic/purpose/service: Allow 24/7 Curriculum Access To Students			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs: $600/year, $500 per month- Connection Fees		$25,200	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$25,200	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
3	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
4	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
5	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 094903	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
6	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
7	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
8	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	
	Contractor's payroll costs	# of positions:	$	
	Contractor's subgrants, subcontracts, subcontracted services		$	
	Contractor's supplies and materials		$	
	Contractor's other operating costs		$	
	Contractor's capital outlay (allowable for subgrants only)		$	
		Total budget:	$	

c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:	$35,400
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**	$35,400
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**	$
	(Sum of lines a, b, c, and d) Grand total	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 094903	Amendment number (for amendments only):

Expense Item Description

				Grant Amount Budgeted	
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:				
	☐ Print shop fees	☐ Technology-related supplies		$ 0	
	☐ Postage	☐ Other:			
	☐ Copy paper	☐ Other:			

Technology Hardware—Not Capitalized

	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6399	1	BNDL IPD Wi-FI 16GB BLK PRSL Parts BH941LL/A and PD892LL/A – Engraved with "Navarro ISD 2014"	IPAD Tablet -- Instructional	17	$3,790	$64,430	
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	
6399	Supplies and materials associated with advisory council or committee					$	
	Subtotal supplies and materials requiring specific approval:					$	
	Remaining 6300—Supplies and materials that do not require specific approval:					$	
					Grand total:	$64,430	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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	Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 094903		Amendment number (for amendments only):	
	Expense Item Description	**Grant Amount Budgeted**	
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: ☐ ESC-owned vehicle usage ☐ Other: ☐ Insurance ☐ Other:	$	
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	$	
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	$	
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	$	
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	$	
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	$	
6429	Actual losses that could have been covered by permissible insurance	$	
6490	Indemnification compensation for loss or damage	$	
6490	Advisory council/committee travel or other expenses	$	
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	$	
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	$	
	Subtotal other operating costs requiring specific approval:	$	
	Remaining 6400—Other operating costs that do not require specific approval:	$	
	Grand total:	$	

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 094903	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	
66XX/15XX—Technology hardware, capitalized					
2			$	$	
3			$	$	
4			$	$	
5			$	$	
6			$	$	
7			$	$	
8			$	$	
9			$	$	
10			$	$	
11			$	$	
66XX/15XX—Technology software, capitalized					
12			$	$	
13			$	$	
14			$	$	
15			$	$	
16			$	$	
17			$	$	
18			$	$	
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	
20			$	$	
21			$	$	
22			$	$	
23			$	$	
24			$	$	
25			$	$	
26			$	$	
27			$	$	
28			$	$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	
			Grand total:	$	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			403	
Category	**Number**	**Percentage**	**Category**	**Percentage**
African American	9	N/A	Attendance rate	96.8%
Hispanic	178	N/A	Annual dropout rate (Gr 9-12)	NA
White	207	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	3	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	165	41%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	7	2%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	9	2%	Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								121	143	139					403
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:								121	143	139					403

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The needs assessment process that has been implemented at Navarro ISD was established utilizing existing information and questionnaires from various community stakeholders. This information, along with the Texas Long Range Technology plan, the District Technology plan, Campus Improvement plan, has served as a guide, to help establish identifying the needs of Navarro Junior High School and Navarro Intermediate School in Navarro ISD as well as provided a clear model from which to prioritize the needs identified. The first need identified is to increase proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments. The district envisions that whatever the students' academic career path maybe, by exposing students to 24/7 access to web driven curriculum within their own homes and enabling those students who traditionally otherwise may never own an IPAD/droid tablet much less internet access, will now have that exposure. Navarro ISD would like to ensure that their students will have a fair and equitable opportunity to compete in the ever increasing technology driven work industry of the 21st century. The second need identified, to increased achievement in Core Curriculum areas of Math, Science, Reading, and Social Studies through Personalized learning and progress monitoring was identified based on the student performance data specifically that of the 6th, 7th, and 8th graders from NISD. Campus and district administrators, through the disaggregation of data, have identified students who are in need of internet access at home via a home survey provided to the families of Navarro Junior High School and Navarro Intermediate School. In addition, the district utilized their campus star chart to identify professional development needs in order to successfully implement the lending program and to identify budget dollars within the district to ensure professional development is budgeted into the upcoming school years for this endeavor. The third need identified 1:1 access to ebooks, curriculum, and electronic resources. The process Navarro ISD has undertaken to identify this need began with exploring moving to a technology enriched environment by implementing IPADS in middle school obtaining valuable knowledge in the dissemination and implementation of iPad use. The SBDM committee, through the use of observations, surveys, lessons learned from the initial iPad and technology deployment developed a process to ensure the delivery of curriculum via the internet and the use of online technology resources that will make it available to targeted students focusing on the core curriculum. Teachers and administrators met to discuss which online curriculum and electronic resources best fit the districts' mission. The fourth need identified, 24/7 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices. The process used in identifying this need involved researching how feasible it will be to provide a reasonable cost internet access to the targeted students in this rural area. Once pricing was obtained, it allowed Navarro ISD to establish an accurate budget to account for this need. The fifth need identified systematic induction and ongoing Professional Development for key staff, students, teachers, and parents on Digital Citizenship and technology applications including ebooks, iPads, email, and other software for success in 21st century work environments. The process used to identify this need involved the use of surveys to various stake holders and soliciting to the parents and teachers what their perceptions of and how the use of these devices will be used at school and at home. The data was used to ensure that professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback. Reports will be provided to the principal, superintendent and committees.

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Schedule #13—Needs Assessment (cont.)		
County-district number or vendor ID: 094903		Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increased proficiency in 21st century skills and technology in order to prepare students for increasingly complex work environments.	Technology proficiency assessments at regular intervals throughout the grant program combined with regular training and monitoring of students, teachers, and parents will ensure that students have increased technological proficiency in the targeted technological skills.
2.	Increased achievement in Core Curriculum areas of Math, Science, Reading, and Social Studies through Personalized learning and progress monitoring.	Increased access to high quality curriculum, personalized programs in core subject areas, and ongoing monitoring will increase student achievement in each of the Core Curriculum areas.
3.	1:1 access to ebooks, curriculum, and electronic resources through implementation of the 1:1 program.	1:1 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
4.	24/7 access to ebook, curriculum, and other critical tools for student learning.	24/7 access will be provided by the procurement of additional devices which would not be available without the program. Additionally, training and ongoing support for students, teachers, and parents provided through the program will ensure effective use of the devices.
5.	Systematic induction and ongoing Professional Development for key staff, students, teachers, and parents on Digital Citizenship and technology applications including ebooks, Ipads, email, and other software for success in 21st century work environments.	The professional development plan will be a central component of the program. This plan will be regularly reviewed and adjusted to meet the needs of staff, students, and parents based on the surveys, monitoring, and feedback.

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Schedule #14—Management Plan

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Administrator	Evidence of strong organizational skills, 5 years of managing grants and programs. Background in Technology preferred, Valid Texas Teaching Certification required and Administrative Certification or Master's degree preferred.
2.	Instructional Technologist	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 5 years minimum as a classroom teacher, 5 years minimum as staff development leader, Valid Texas Teaching Certification required and Administrative Certification or Master's degree preferred.
3.	Library Media Specialist	Evidence of strong classroom performance, varied experience in subject areas including instructional technology, 2 years minimum as a classroom teacher, 3 years minimum as staff development leader, Valid Texas Teaching Certification and Library Certification required and Administrative Certification or Master's degree preferred.
4.	Library Aide	High School Diploma, Classroom or library aide experience preferred, some college preferred.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase Access to Curriculum Resources for 24/7 Real Time Access	1.	Procure and install ebooks, software on IPADs	10/01/2014	12/1/2014
		2.	Provide induction training to instructional staff	10/01/2014	12/1/2014
		3.	Provide induction training to teachers/students	10/01/2014	12/1/2014
		4.	Provide access to and use of ebooks, videos	10/01/2014	8/31/2016
		5.	Provide ongoing training and monitoring	10/01/2014	8/31/2016
2.	Increase Student Technology Proficiency to Prepare for 21st Century Careers	1.	Establish student technology proficiency levels	10/01/2014	12/1/2014
		2.	Establish teacher technology proficiency levels	10/01/2014	12/1/2014
		3.	Provide ongoing access of students and teachers	10/01/2014	8/31/2016
		4.	Implement, monitor, and adjust PD plan	10/01/2014	8/31/2016
		5.	Evaluate proficiency levels of students, teachers	10/01/2014	8/31/2016
3.	Increase Student Progress & Engagement in Core Subject Areas	1.	Establish baseline performance in Core Subjects	10/01/2014	12/1/2014
		2.	Review iPad curriculum tools with teachers	10/01/2014	8/31/2016
		3.	Administer benchmarks in Core Subjects	10/01/2014	8/31/2016
		4.	Survey students every 9 weeks on implementation	10/01/2014	8/31/2016
		5.	Evaluate progress in core subject areas	10/01/2014	8/31/2016
4.	1:1 Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform	1.	Procure, configure, install, inventory, devices	10/01/2014	12/1/2014
		2.	Train all staff on programs, policies, and procedures	10/01/2014	12/1/2014
		3.	Train all students policies, and procedures	10/01/2014	12/1/2014
		4.	Provide ongoing monthly training	10/01/2014	8/31/2016
		5.	All 6th, 7th, and 8th will have daily access to IPADs	10/01/2014	8/31/2016
5.	Improve PD System for Students, Teachers, and Parents	1.	Review and adjust 1:1 PD plan with teachers	10/01/2014	8/31/2016
		2.	Implement 1:1 PD Plan with Teachers	10/01/2014	8/31/2016
		3.	Implement 1:1 PD Plan with Students	10/01/2014	8/31/2016
		4.	Implement Parent Outreach and PD Plan	10/01/2014	8/31/2016
		5.	Evaluate and Revise PD Plan – May/June	10/01/2014	8/31/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Navarro ISD currently monitors the attainment of goals and objectives on a regular basis through the Campus and District planning committees, the Campus and District technology committees, and the Campus and District Site Based Decision making committees. Each campus and district based committee meets on a quarterly basis to review progress on the specific objectives and timelines associated with each program listed in both the District and Campus plan and the District and Campus Technology Plans. Each program operates according to the state and federal requirements of the programs whether it be the Title I, Title II, IDEA-B, Special Education, English as a Second Language, or Career and Technology Education. Each program has a clear management structure and clear lines of authority so that changes to the program can be made and approved by the committees and, if necessary, decisions can be presented to the Superintendent for approval quickly and efficiently, as needed, within the lines of authority. Because each program chair or committee chair has training, expertise, and experience in their field, they are knowledgeable about the policies and procedures governing each of these important feedback and decision-making committees.

    For example, in one needs assessment, our teachers provided feedback that the technology enhancements and using technology in their lessons made them better teachers. As a result, the district has continued to increase training and electronic curriculum supports. This feedback is communicated through committee discussion and documented in the plan itself.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Navarro ISD is working to implement a 1:1 program at the Junior High School as well as a lending program in the 6th grade and has allocated significant time and material resources to meet this goal. Training as well as the IMA budgets to provide support for this new technology resource for our students have been allocated. However, the funds are insufficient at this time to implement the entire program unless additional funds are made available through the 2014-2016 Technology Lending Program grant. In spring 2013, a plan was drafted by the Campus Technology Committee to work toward a phase-in of iPads at a 1:1 ratio to improve Junior High scores in Math and Science as well as to improve student technological proficiency. The Committee determined to start at the 7th grade and slowly expand to 8th grade and then 6th grade which are most in need of support. Through the lending program, students will have much more access to videos and more dynamic and engaging instructional materials which can be accessed both as school and at home. Without the lending program, students would have less access at home, would have less access at school, and would not be able to personalize their device to meet their learning needs. As part of the implementation of this plan, the district has hired a full-time District Instructional Technologist who is systematically training and supporting campus staff who are strong in technology skills to provide training and day to day support for students, teachers, and staff at the campus level. The district has budgeted IMA funds to purchase the new Science and Math books in the ebook format as well as other instructional materials to support the program. In addition, the district has set aside funds for the library to purchase ebooks each year as part of the library budget. The grant funds will provide the initial investment in the iPads, iPad carts and MacBook Pro computers which are necessary to configure the iPads, install the iPad software, and maintain the 1:1 program. The district has a history of investment in technology and will continue to be able to support ongoing improvements after this initial investment so that our students will have 24/7 access at the 7th and 8th grade levels where the need for additional instructional time and support is most critically needed.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Student, Staff, and Parent – Beginning and End of Year Surveys	1.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 5 Improve PD System for Students, Teachers, and Parents
2.	TEKS Based Technology Proficiency Assessments	1.	Objective 2 Increase Student Technology Proficiency
		2.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		3.	Objective 4 Provide 1:1 Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform
3.	Teacher/Staff Focus Group – End of Each Year 2015, 2016	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 1 Increase Access to Curriculum Resources for 24/7 Access
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects
4.	Math/Science/ELA/Social Studies Benchmarks in Target Areas	1.	Objective 3 Increase Student Progress & Engagement in Core Subjects
		2.	Objective 4 Provide 1:1 Access to Maximize Instructional Time Both In and Out of Classroom with Personalized Learning Platform
		3.	Objective 2 Increase Student Technology Proficiency
5.	PD Surveys – At End of PD Sessions/Induction Sessions	1.	Objective 5 Improve PD System for Students, Teachers, and Parents
		2.	Objective 2 Increase Student Technology Proficiency
		3.	Objective 3 Increase Student Progress & Engagement in Core Subjects

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The process for collecting data included in the evaluation design will involve the use of student, staff, and parent surveys. The purpose of the surveys is to establish a beginning of year baseline and make objective data-driven decisions that reflect the perceptions of the stake holders in this project. Teacher and staff end of year focus groups will be used to generate data that identifies problems with the project delivery and identify possible corrections to the deficiency(ies). The use of benchmark data will be used to analyze the impact of iPad use in targeted core curriculum enabling the district to be better prepared to identify successes and problems and make proactive corrections where necessary. TEKS based technology proficiency assessments will be used to ensure that adequate knowledge transfer and applicable understanding is demonstrated through the satisfactory performance on the technology TEKS based assessments. Professional development surveys will be used at the end of each session/induction session in order that the project be able to address problems such as knowledge gaps in the understanding of the expectations, the delivery of e-content, and adjusts to the delivery and content within the professional development. Program level data to include student state assessment data derived from TEA campus performance charts, the use of student assessment management system to generate data on the performance and achievement of the targeted grades and identified high need population of Navarro Junior High School and Navarro Intermediate School. The process will be on going and sustained in order to identify and make corrections throughout the course of the project

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Located in rural, central Texas where access to interactive curriculum, internet, and additional academic resources such as libraries is challenging outside of the school setting, Navarro ISD plans to launch a 1:1 technology lending program for students in the 7th and 8th grades and a lending program in the 6th grade. The program will provide access to the ebooks in Math and Science as well as other engaging curriculum and intervention resources in Math, Science, Reading and Social Studies that would not be possible without the use of these funds. Additionally, for identified students in need of home access who meet the program criteria as established by the district and in compliance with these guidelines, home access will be provided.

The program will provide iPads as well as curriculum materials, personalized learning tools, and content specific applications for writing/ELA, math, science, and social studies in order to increase access to these important personalized learning resources and allow students to have 24/7 access.

The district requests a total of $99,986 to purchase the 170 iPads and insurance and remote connectivity for students with the greatest need for remote connection in order to properly access their curriculum.

The detailed budget is as follows:
1. 170 iPads for $64,500,
2. 170 iPad insurance for $10,400,
3. Remote Connectivity for $25,200

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Funding from all sources including the IMA, the local budget, the 2014-2016 Technology Lending Program Grant are coordinated to maximize the impact of the funds on student learning. IMA funds are being used to purchase curriculum materials such as Science and Math ebooks for the personalized learning devices. Local budget is being used to purchase additional Aps, ebooks, and materials to maximize the iPads use as instructional tool. Other district funds are also being used to provide designated campus Technology Support staff who will provide training and technical support for the program. Professional development budgets have been set aside to provide the junior high staff each summer an intensive "iPad boot camp" in preparation for the new technologies, new curriculums, and new instructional tools.

Coordination of resources is accomplished through the campus and district planning process as well as through the Technology planning process. Each campus has both a campus planning team and a technology planning team which work together to maximize resources.

iPad resources are shared by all teachers and students on a campus in order to maximize the efficiency and effectiveness of the program. There will be no "extra" iPads, they will all be actively used by students through the program in order to access their ebooks and other critical curriculum materials.

The district has already purchased iPads as well as other technology resources which will be merged with the new iPads to create an efficient, effective technology lending program. Resources already in place include a whole range of programs and instructional supplements such as BrainPop, Insight 360, Earth Landforms, 3D Cell Simulation and Stain Tool, Khan Academy, myScript Calculator, Numbers, The Alamo, Texas 1836, Google Earth, History 3D: Civil War, Texas History, Voice Translator, Spanish Dictionary, Dyslexia Toolbox, Reading Comprehension Camp, Daily Task, Overcoming Obstacles, Social Skills, Dragon Dictionary, Educreations Interactive Whiteboard, and Mobile Mouse Lite. Other resources in place include classroom desktop computers and projectors, document cameras and interactive white boards, and internet access campus and district wide.

Through the campus and district technology and planning committees, the resources available to meet students needs are streamlined to ensure effective use and implementation.

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Schedule #17—Responses to TEA Program Requirements	
County-district number or vendor ID: 094903	Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program aligns with District Goal 1, 2, 5 and 6 which state "Make significant progress toward increased students achievement while meeting and exceeding standards in all four indices of the state accountability system", District Goal 2 which states "Meet individual academic needs, support the social and emotional growth of our students, and promote college and workforce readiness," District Goal 6 which states "Well-informed students, parents, staff, and community members who actively support and participate in our schools." Ultimately, through our curriculum combined with the new instructional tool provided through the 2014-2016 Technology Lending Program, we work to keep our students on-track for high school graduation and with the skills necessary to be successful in the digital-learning age. Parents are involved in monthly activities which will now include a technology tip or strategy on Responsible use of technology at each parent meeting. The Navarro Junior High School and Navarro Intermediate School also have the goal of "implementing a 1:1 iPad initiative . . . to increase rigor in classroom instruction" which they have been working toward, despite the inadequate funding. Another goal of the campus plan is to provide Professional Development in the use of all technological equipment". Under Goal 4 of the Navarro Junior High Campus Plan, the plan states "The campus will achieve the following levels on the Texas Star Chart: Teaching and Learning – Developing Tech; Educator Preparation and Development – developing Tech; Infrastructure for Technology – Target Teach Administration – Advanced Tech." Some features of the campus planning activities to reach these goals include student access to electronic databases, access to the computer labs, library management software, campus web site, library access beyond the school day, implementation of SBEC standards for technological competency, email, staff web pages, technology integration strategies, the Texas Teacher star chart, CIPA (Children's Internet Protection Act) compliance, implementation of the Technology TEKS, as well as the regular meetings about the 1:1 initiative. Navarro provides students with systematic training in internet safety which will also be enhanced through Additional Training and support on Digital Citizenship through the 2014-2016 Technology Lending program funds. Navarro Junior High School and Navarro Intermediate School provide a comprehensive program of activities to promote each of the goals detailed in the District and Campus plans which will be enhanced by additional access to digital resources. In support of Campus Plan Goal 6, parent involvement includes strategies to reach out to parents through surveys, communications, the parent portal, the call system, and teacher web pages. The technology lending program will provide the school a much more intensive interaction with parents as the parents attend the various information sessions and training sessions over the first few months of each year. Additionally, through the lending program, parents will receive specific information about how to assist their student to maximize their learning with the iPad.

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TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district has prioritized the campuses with the highest need for a technology lending program based on several factors. The first factor that was used in prioritizing was to determine which grades and campuses would be served. The age and grade of students to be served was taken into consideration, it was agreed that the campus with the highest need for a technology lending program was determined to be the Navarro Junior High School and Navarro Intermediate School. The campuses identified have a student population of 42% of students being served free/reduced lunch. The use of student and parent surveys were used to obtain the perceptions and attitudes of how students and parents perceived the proposed 1:1 lending program would affect the academic achievement of those students who currently do not have internet access in their homes. Students were identified based on surveys sent home to parents to verify the targeted high need students did not have internet access in their homes. The use of this survey will help to ensure that the targeted population of students will have access to loan a device and for those students identified with no internet access, a broadband card will be provided to the students. The broadband device will be obtained by and contracted by the district will ensure that there will be adequate technical support from the broadband provider in events where students maybe experiencing connection difficulty. In order for the district to ensure access to lending equipment, the number of students to be served by this project will be 100% of students in 7th and 8th grades at both Navarro Junior High School and students on a rotating basis at Navarro Intermediate School, ensuring that the allotted budgeted amounts will be sufficient to provide the equipment needed to serve these high need students.

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TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Navarro ISD curriculum at the 6th, 7th, and 8th grade levels features TEKS (Texas Essential Knowledge and Skills) and CCRS (College and Career Readiness Standards) aligned curriculum to prepare students for career and college success. Reading/ELA, Math, Science, and Social Studies form the foundation of the curriculum with electives offered such as Health, PE, foreign languages, art, and computer. Benchmarks in the core academic areas are conducted on a regular basis as well as mini-assessments throughout the year.

Instruction at Navarro ISD is focused on mastery. If a student does not master a skill, additional instruction and support is immediately provided at the Tier III level to close the gap. Through 2012, our intervention programs have been effective in bridging the gaps that our students face due to their socio-economic challenges. However, with the implementation of STAAR, we have found that, although the students mastered the material, the difficulty level of the curriculum is no longer adequate to meet the needs of the 21st century. As a result, Navarro ISD is seeking to maximize instructional and intervention time so that students are able to learn more difficult and complex curriculum in a shorter period of time.

In order to reach mastery of more difficult and complex curriculum, Navarro ISD has implemented several computer based programs such as such as BrainPop, Insight 360, Earth Landforms, 3D Cell Simulation and Stain Tool, Khan Academy, myScript Calculator, Nmbers, The Alamo, Texas 1836, Google Earth, History 3D: Civil War, Texas History, Voice Translater, Spanish Dictionary, Dyslexia Toolbox, Reading Comprehension Camp, Daily Task, Overcoming Obstacles, Social Skills, Dragon Dictionary, Educreations Interactive Whiteboard, and Mobile Mouse Lite which have been very successful with our students to provide the depth and complexity required. In addition, the district has utilized small sets of iPads to provide enhance "lab time" in the different content areas such as Science, Writing, Math, and Reading. Interactive White Boards, iPods, video-conferencing and other technology projects have also been consistently implemented in order to bring the curriculum to life for students. Additionally, with the proposed implementation of a 1:1 program, our instructional staff are planning to use instructional videos and homework that will engage students through the iPads so that class time can be spent actually working on problems and so that students can learn how to think at higher levels of Bloom's taxonomy.

Within the time constraints that we have and due to the increasing standards, Navarro ISD is already adjusting our instructional delivery but seeks to further enhance this adjustment by adding the 1:1 iPad ratio to our instructional capacity. Through use of iPads and ebooks in Math and Science combined with the strong management that the district has in place, our students will receive the enhanced resources that are so desperately needed to continue to bridge the gaps that we face.

Skills in technology are also one of Navarro ISD's 21st century goals. Adding the use of iPads in every area of our curriculum and at the 1:1 ratio will greatly increase our student's proficiency in technology. We know that if students are going to be effective and efficient in the workplace, they will need not only basic skills in Word, Excel, and PowerPoint, but also higher level technology skills that combine communication in writing, video, photography with higher level analysis skills in Math and Science which they can begin to develop at this critical phase in their lives through the 2014-2016 Technology Lending program at Navarro ISD.

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TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are currently being used throughout the district in every core subject area and grade level. In general use, programs such as Gmail, iPhoto, iBooks, Google Chrome, Google Drive, Prezi, QR Code Reader, Notes, Keynote, iMovie, Garageband, Doodle Buddy, Google Calendar, Best QR Scanner and Generator, Podcasts, Side-by-Side, Socrative – Student Quiz Program, Notability, Safari, and TED talks are utilized to enhance student learning by encouraging students to read, think, summarize and then present their work in unique ways to communicate about and to demonstrate their learning.

Teachers utilize a variety of resources such as 26 Instructional Strategies on the iPad, Educreations, Interactive White Board, Mobile Mouse Lite, and Bloom's taxonomy.

Across the curriculum, the district uses Study Island, IXL, Think Through Math, My Reading Coach, Istation, STARFALL, and other web based resources to provide additional lab time, virtual fields trips, and experiences to connect students will real-world and relevant content.

Content specific instructional materials are used according to student needs. In Reading/ELA, Renaissance Reading is utilized to maximize student reading fluency and comprehension. Additional Reading resources such as Trading Cards, Prompts for Writers, Pages, a Novel Idea, and Dragon Dictation will be also utilized to enhance the TEKS/CCRS based curriculum. In Math and Science, the district will be using the Math and Science ebooks starting in 2014-2015 school year. In addition, resources such as Earth Landforms, Kahn Academy, 3D Cell Simulation and Stain Tool, Brainpop, Insight 360 will be utilized. In Social Studies, the district will use resources such as The Alamo, Texas 1836, Google Earth, History 3D:Civil War, and Texas History 7th grade to enhance the curriculum.

For ESL students, programs such as Voice Translator, Spanish Dictionary

For 504, Dyslexia students, programs such as Dyslexia toolbox and Reading Comprehension Camp provide additional resources.

For Special Education students, programs such as Daily Task, Dragon Dictation, Overcoming Obstacles, and other Social Skills programs provide important enhancements to the regular classroom environment.

Navarro ISD has been systematically training teachers to increase their knowledge and skills in classroom instructional technology by providing SBEC aligned technology training each year. As well, through "just in time" training provided by the Technology Support staff at each campus, staff and students receive daily support as needed to utilize technology more effectively. Lesson plan adjustment time is being built into teachers' work days so that they can effectively make lesson adjustments to maximize not only the new hardware but the new software which are being constantly added to the 21st century environment.

Although the district is using electronic instructional materials effectively, students do not have enough time on task to keep up with the challenges of the coming years. If our students are going to be successful in college and career, our teachers and parents must learn how to maximize the tremendous curriculum resources available in a way that does not underestimate our students ability to learn. Our constant goal is to ensure that every student not only has access to technology but that the technology and curriculum is truly teaching our students to be able to analyze, evaluate, plan, think, and express themselves effectively in ways that make the world and our classrooms a better, more healthy, safer place – which is more and more connected to the real-world.

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TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Professional development for teachers in the use of electronic instructional material is an ongoing process at the District, particularly at the identified targeted campuses and grade levels. Professional development on the use of droid/iPad devices in collaboration with the use of electronic instructional materials has been occurring at the district for at least two years. This training will be evaluated and modified based on the identification of problems and or issues that arise throughout the course of the school year and summer. The Professional Development will ensure will that all teachers involved in this project will be proficient and knowledgeable in the process of implementing, configuring (where need be), and administering the electronic instructional material, specifically targeting "how students can better use technology devices at home. Teachers will be trained in the Trainer of Trainers (TOT) model, ensuring that at least 2 knowledgeable staff/teachers will be proficient and adequately prepared to support teachers when they experience issues with the delivery of the electronic instructional materials. Current EOY professional development will be delivered and evaluated to address the PD training teachers will participate in when they return to work from their summer breaks (In service). Professional development will be ongoing, sustained, and evaluated throughout the duration of this project. In order to effectively ensure that teachers, students, and parents are involved in this project, approximately every six weeks, these stake holders will be surveyed to identify success and problems that the campus administration can support in implementing. All professional development that teachers will receive with regards to this project will be supported through existing funds (non-grant funds). The campus and district administrators have identified several sources of funding to support the professional development for teachers in the user of electronic instructional materials which are included in the district and campus budget allocations. Importantly, the district has a summer iPad boot camp planned with budgets allocated for summer 2014 to prepare for the upcoming iPad implementation at the Junior High school.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The infrastructure in the District is adequate to support students' anticipated use of devices provided by the grant at the participating campus. Currently the participating campus has a 50 mbps fiber optics connection protected by a CIPA compliant firewall. The district technology administrator has been working with the Erate vendor to ensure that an infrastructure model exists so that a portion of the bandwidth is dedicated to school provided devices. The current infrastructure is more than adequate to provide students the ability to access and download class files and other digital content; to complete an assessment without network disruption, and even provide online conversations with fellow teachers or students to enhance the students' learning experience. According to Learning in the 21st Century, Blackboard and Project tomorrow, "Device Decisions Made Easy", January 2014, 87% of IT professionals rank wireless networking as the most important technology upgrade for a school. The wireless network infrastructure has been one of priority as the district has focused on ensuring that the wireless infrastructure is able to handle the load of possibly up to 50 users per WAP device. This has been addressed as the campus has Meraki wireless access points, Controller based, that will provide connectivity to participating student devices anywhere within 50 ft of the school building.

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The plan is to provide internet access to the homes of students, who have been identified as high need, and who are in need of internet access. Students will be identified based on economic data and surveys sent home to parents to verify the targeted high-need students do not have internet access in their homes. The survey will help to ensure that the targeted population of students without internet access at home will have access to loan a device and a broadband card, thus providing internet access to the home of those students in need. The broadband device will be obtained by and contracted by the district. In the standard contract, technical support is available to the students, so that it will ensure that there will be adequate support from the broadband provider in events where students maybe experiencing internet connection issues. In order for the district to ensure access to internet to those students who do not currently have it in their homes, the number of students to be provided internet access at home will be limited, ensuring that the allotted budgeted amounts will be sufficient to provide internet to the identified high need students. The plan also address for the device failure and timely delivery of replacement devices where needed. Students will use their teachers as the point of contact in the event a service issue is identified with a broadband device. The school, when needed, will ship back and receive any devices needing servicing.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The technical support to be provided will be adequate to support the anticipated students' use of devices. The technical support will ensure that insurance, manufacturer warranties, and student agreement forms be used as a preliminary layer of technical support. With student, parent, staff and teacher training a professional learning community will be ever evolving to meet the changing needs and demands of students using the equipment lent to them by the school. The support will have several tiers beginning with the students and parents who will be trained to be able to describe any technical issues they are experiencing. By providing descriptions to what issues students are experiencing, a trained staff/teacher will be better able to diagnose and expedite the technical resolution. The district technology staff will serve as a tier two support, being able to re-configure devices or serve as central location for the return of/and receipt of faulty technology devices. The broadband provider will serve as another layer of support when the students are not in school. This support will be in the form of a toll-free number provided to the parents and students of those who have devices needed to ensure connectivity and devices for use with the web based curriculum and resources available to students. In addition to these highly trained and efficient support systems, our district Instructional technology Specialist is available to train teachers, students, and staff as needed. As well, the Technology Specialist works with the campus technology support teams to make sure that they are trained and ready to provide on-site support as needed for students and fellow teachers. The campus technology support teams are the trainer of trainers who have additional training and/or identified expertise in providing support to teachers and/or students.

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TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The grant will be administered on the participating campuses, Navarro Junior High School and Navarro Intermediate School, with the use of several strategies. One strategy in administering this project will involve the use of device and e-instructional materials inventory which will be kept in the technology department share drive, accessible to a select group of educators. In addition to an inventory, the school will also have a list of those students who have been identified as "in need". This list will contain important demographic data which will be used to substantiate those students, data to be included will be economic based on free/reduced lunch PEIMS data and data from home surveys establishing need for internet access at home. No devices will be checked out until all parents, students, and teachers have been trained on the acceptable use policy of both devices and broadband cards. These policies will have a clear list of responsibilities and consequences for violations.

The check-out and check-in process will operate as follows: By the second week of school, the students who will be receiving IPADs and/or broadband hotspots will be identified, parents will be notified, and acceptable use and hardware accountability forms completed by those wanting to participate. During the sign up process for those students who have been identified as being "in need" will be a training for parents and students to establish acceptable norms, understanding how technical support will work while at home and a number to the broadband cards vendor in the event connectivity issues arise while at home. The check in process will be within the last two weeks of the school year.

The technology coordinator, counselor(s), and administrators will be responsible for ensuring that the check out/in processes have been adhered to. In the event of competing need, this group (committee) of educators will use data from PEIMS (free and reduced) and from student achievement data on the state assessments and local assessments where the core content areas of Math, Science, Reading and Social Studies are available, home survey data substantiating the need for internet access, as well as teacher feedback. The committee will address the competing needs as they arise. The process that will be used to maintain the technology lending equipment in proper working condition will involve periodic temporary check in of devices throughout the school year (at least four times). Parents and students will have available to them an online form where they can submit issues with maintenance where the district will reply and provide instructions for turning equipment in need of repair or replacement. At the end of year check in, the devices will be inventoried and re-imaged to create a new configuration for the upcoming year. This process will be evaluated for efficiency and effectiveness and to identify problems in the process of check in/out, device repair and reconfiguration, as well as vendor provided support.

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TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Local policy requires that each iPad be registered and tracked through a reliable tracking program. The iPads will be numbered and the tracking software enabled on each device. Insurance is provided through Worth Ave. Group to allow for replacement of broken, lost or stolen devices. The district will utilize a management software program that allows the district to only allow access to certain web sites so that students can not randomly view internet content. The management software also tracks the iPads so that administration can easily know the status of an iPad. Regular checks of iPads are scheduled on a daily basis so that students will not lose track of their device without the school knowing. If a device is lost, stolen, or damaged, the district will make sure that appropriate notifications are made within 48 hours to either have their device repaired or replaced using the insurance provided through the program so that the student will be able to have a repaired device within a reasonable time frame as established by the district technology department.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Technology Lending Agreement and Responsible Use Policy have been developed through collaboration of the key district technology staff and reviewed and approved by a district committee. The lending agreement incorporates a Responsible Use Policy which ensures that students receiving Internet access at home have demonstrate grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. The Lending agreement establishes minimal replacement fees to cover the deductible based on the insurance

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